



“Love one another as I have loved you”

Our Mission

To inspire and form young people who are not only academically accomplished, but who are spiritually alert, culturally developed, and able to contribute effectively as Christians in the communities in which they live

Wellbeing

“The state of being happy, healthy, or prosperous”

Our Catholic ethos leads from the commandment “Love thy Neighbour” to the modern initiative on wellbeing. We all have a responsibility to help those in our school community to be happy. We do this by fostering a culture of respect and care for each other whether staff or pupil.

Our Faith

All staff work hard to ensure that pupils’ spiritual growth is in line with their academic and physical growth. It is the work of all, and may take a life time! In simple terms, we adapt our curriculum to include a faith content, we use words that encourage a spiritual outlook and ensure that time is set aside each day for reflection and prayer.

Our Liturgy

Liturgy (literally “service”) is how we show our faith and it is an important element of the school calendar. All staff are asked to take part, role modelling correct behaviour during formal liturgy, and form tutors may be asked to prepare parts of the liturgy with their forms. Assembly (the daily act of worship) and weekly Mass are the basis of this, when present, staff are asked to stand close to their forms or classes and to join in where possible. Hymns are made available electronically so that staff can prepare themselves and their classes. Classroom acts of worship should always be joint services between staff and pupils whoever is leading and appropriate arrangements made in the classroom- a prayer focus, change of lighting, change of voice tone are important.

The following pages contain information that constitutes the Safeguarding training for St. Richard Gwyn Catholic High School and the Safeguarding policy of the school. Please read it carefully and refer to it when you have need.

What to do if someone tells you they or another child are being abused

- Show that you have heard what they are saying and that you have taken them seriously
- If necessary, arrange to see them later. e.g. end of the lesson or at break
- Encourage them to talk but don't ask leading questions and don't interrupt
- Explain that you cannot keep information secret if it relates to child protection but make it clear that you will only tell those who need to know. They may have a duty to report it to authorities.
- Write down what you have been told, using exact words where possible
- Make a note of the date, time place and people who were present at the discussion
- Report your concerns to the senior person designated for safeguarding- our school chaplain, Mrs Nicola Price

How to ensure your own safety

- Do not confront alleged abusers
- Try to ensure when talking to pupils that you are in a room with a window in the door or the door is open.
- If you are concerned at any incident report it to someone as soon as possible. Do not worry that you may be mistaken over a child's disclosure or about the consequences – let Senior person designated for safeguarding worry instead!!

Allegations against member of staff

When a member of staff witnesses, suspects, hears/receives an allegation of abuse against another member of staff s/he should:

- Report the matter immediately to the Head teacher unless the Head teacher is the person against whom the allegation is made in which case the member of staff must consult with the Designated Senior officer at the Vale (David Davies 01446 709144) and the Archdiocese of Cardiff (Anne Robertson 02920 220411).

Safeguarding issues for staff in positions of trust

All staff should clearly understand the need to maintain appropriate boundaries in their dealings with pupils.

- Intimate or sexual relationships between staff and a pupil under the age of 18 years will be regarded as a breach of trust. On the 8 January 2001, the law changed with regard to sexual offences and it is now a criminal offence for a teacher or other persons who work with young children to breach this trust. The offence is punishable on conviction by a fine of up to the statutory maximum and / or a term of imprisonment of up to 6 months.
- Whilst this advice is intended primarily for teachers it is relevant to all employees working with young people

- Teachers should keep passwords secure and ensure that no other person can gain access to their e-mail account and maliciously send messages which appear to have been written by them. Ideally, both teachers and pupils should use an e mail address provided as part of an official school or LEA internet service, even if they are sending messages while working at home. Since these services can be monitored, they provide a measure of protection for both parties.
- Social networking sites like Facebook should be used with care so that they do not bring the school into disrepute or infringe the law mentioned above. We advise that except in the case of close relatives you do not accept any pupils or past pupils as friends on these sites until they are over 18.
- If pupils request following you on Twitter or other sites do not respond or accept tagging of photographs in domains which can easily become public.
- Comments about school or staff identifiable as within school in the public domain should not be derogatory

Safeguarding / Child Protection Policy

St Richard Gwyn Catholic High

Section 1: Introduction

Section 2: Prevention

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1: INTRODUCTION

Our Catholic ethos leads from the commandment “Love thy Neighbour” to the modern initiative on wellbeing. We all have a responsibility to help those in our school community to be happy. We do this by fostering a culture of respect and care for each other whether staff or pupil and thus safeguarding the wellbeing of every member of this community.

Under the Safeguarding Children Agenda, our school recognises that a Safeguarding Policy requires a broader view than that of the traditional child protection policy. The *Safeguarding Children in Education* model Child Protection Policy has been incorporated into this Policy. Therefore a number of elements that would previously not have been within a child protection policy have been incorporated. However, absolute focus is maintained that the aim of this document is the protection and welfare of children and young people.

At the outset, it is critical that definitions of the terms used within this policy are clarified.

Appendix A includes definitions and concepts taken from the Safeguarding Children: Working Together Under the Children Act 2004 and are included here for ease of reference and to ensure that common terminology is used to assist in work undertaken between partners.

The underpinning policy principles ensure that the health, safety and welfare of all our children are of paramount importance to all the adults who work in our school. Our children have the right to protection, regardless of age, gender, race, culture, religion or disability. They have a right to be safe in our school. All staff have an equal responsibility to act upon any suspicion or disclosure that may suggest a child is at risk of harm.

Legislation forms the basis for this Policy and the Vale of Glamorgan Safeguarding & Child Protection Policies. The following list is taken from the Vale of Glamorgan Policy:

Our aims are:

- To provide a safe environment for children in which to learn;
- To establish what actions the school can take to ensure that children remain safe at home as well as at school;
- To raise the awareness of all staff to these issues, and to define their roles and responsibilities in reporting possible cases of abuse;
- To identify children who are suffering, or likely to suffer, significant harm;
- to ensure effective communication between all staff on child protection issues;
- to set down the correct procedures for those who encounter any issue of child protection.

‘Safeguarding’, is not just about protecting children from deliberate harm. It

encompasses issues for schools including:

- Pupil health and safety
- Bullying
- Racist abuse
- Harassment and discrimination
- Use of physical intervention / safe handling
- Meeting the needs of pupils with medical conditions
- Providing first aid
- Drug and substance misuse
- Educational visits
- Sex and relationship education
- Internet safety
- School security
- The welfare of learners on extended vocational placements

At St Richard Gwyn Catholic High School, we have separate policies within which we aim to address many of the above areas. We have a Health & Safety Policy that addresses many of the areas including security, pupil welfare and educational visits; we also have a separate Anti Bullying Policy, Racial Equality Policy and eSafety Policy

St Richard Gwyn Catholic High School fully recognises the contribution it makes to Safeguarding Children and Young people.

There are three main elements to our policy:-

1. Prevention through the teaching and pastoral support offered to pupils;
2. Procedures that clearly outline the expectations of all parties within a Safeguarding agenda for identifying and reporting cases, or suspected cases, of abuse, concern and or vulnerability. Because of our day to day contact with children school staff are well placed to observe the outward signs of abuse; and
3. Provide support to pupils who may have been abused, give a cause for concern or are vulnerable.

This policy applies to all staff and volunteers working within the school. Additionally this policy applies to all occasional workers, volunteers, contractors and governors. All adults on school site must be aware of the schools Safeguarding Policy as any adult as well as teachers can be the first point of disclosure for a child.

Within this school the Head Teacher retains overall responsibility for Safeguarding. The Named Senior Officer for Safeguarding in the Learning and Skills Directorate is Dorian Davies (01446 709180).

Key safeguarding personnel within the school are:

- The Designated Senior Person Safeguarding – (Mrs Nicola Price)

- The Deputy Designated Senior Persons Child Protection – (Mr David Short)
- The Link Governor for Child Protection – (Mrs Louise Mills)

(Appendix B outlines the detailed roles and responsibilities of each post)

2: PREVENTION

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps to safeguard pupils.

The school will therefore:-

- a) Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- b) Ensure children know that there are adults within the school whom they can approach if they are worried or in difficulty;
- c) Include in the curriculum, activities and opportunities for PSE which equip children with the skills they need to stay safe from abuse or exploitation, both in their own communities and the cyber community, and to know to whom to turn for help; and
- d) Include within the curriculum, material that will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.

All staff demonstrate a total commitment to Child Protection. They raise children's awareness of themselves through Personal and Social Education (P.S.E.) and develop a trusting climate so that children feel able to talk and share their thoughts and feelings. We also help to develop appropriate attitudes in our children and make them aware of the impact of their decisions on others. We also teach them how to recognise different risks in different situations, and how to behave in response to them.

In our school we respect our children. The atmosphere within our school is one that encourages all children to do their best. We provide opportunities that enable our children to take and make decisions for themselves.

We recognise that abuse and neglect can result in underachievement. We strive to ensure that all our children make optimum educational progress.

3: PROCEDURES

St Richard Gwyn Catholic High School follows the All-Wales Child Protection Procedures and all local protocols in relation to safeguarding that have been endorsed by the Vale of Glamorgan Safeguarding Children Board. Training is given in line with the LSCB requirements and with due reference to the “Keeping Learners Safe” guidance issued by Welsh Government in January 2015

St Richard Gwyn Catholic High School has: -

- A designated senior member of staff for Safeguarding (Mrs Nicola Price), who has undertaken the appropriate training and a deputy, who will substitute in the designated person’s absence ((Mr David Short). This substitute is a senior member of staff and shadows the DSP Safeguarding.
- Appropriate arrangements for the support and training of both the Designate and the Deputy Designate. Both members of staff attend all the training provided by the authority and have additionally attended specific training on referrals, mental health and eating disorders
- Provided training for all staff regarding: -
 - i. Their personal responsibility;
 - ii. The agreed local procedures;
 - iii. The need to be vigilant in identifying cases of abuse; and
 - iv. How to support a child who discloses abuse.
- Ensured that every member of staff and every governor knows: -
 - i. The name of the designated person and their role; and the shadow arrangements in place.
 - ii. That they have an individual responsibility for referring child protection concerns using the proper channels and within the timescales laid down in the All-Wales Child Protection Procedures;
 - iii. How to take forward those concerns with the Shadow DSP Safeguarding when the designated person is unavailable.
- Ensured that members of staff are aware of the definition of abuse and neglect (Appendix C), and the need to be alert to signs of abuse; knowing how to respond to a pupil who may disclose abuse (Appendix D);
- Ensured that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school brochure;
- A clear understanding that the local Children’s Services team must be contacted immediately if:

- A pupil known by the school to have current involvement with Social Services is excluded either for a fixed term or permanently; and - A pupil known by the school to have current involvement with Social Services has an unexplained absence.

- Worked to develop effective links with relevant agencies and co-operated as required with their enquiries regarding child protection matters including attendance at initial and review child protection conferences, core groups, and submitted written reports to such meetings as required;
- Written records of concerns about children, even where there is no need to refer the matter to social services immediately; (N.B. This also applies to vulnerable children and young people including those who have been identified as having significant mental health difficulties).
- Ensured all records are kept secure and in locked locations and that children's files are kept individually in line with the guidance on safeguarding file composition as supplied by the Directorate of Learning and Skills ([Appendix F](#)). Concerns will be shared with relevant professionals involved with the child, but records will not be available without the authority of the CP Designate or the Head teacher.
- A commitment to transferring all Safeguarding information for under 16-year-old pupils. (when a pupil known by the school to be on the Child Protection Register, a pupil known to have significant mental health difficulties, or a pupil known the school to be known to Social Services leaves) to the new school immediately and inform Social Services of the pupil's transfer. The CP Designate Teacher will ensure that the receiving school is fully aware of any Safeguarding concerns and that the file is transferred in a secure appropriate manner. The Transfer of records will comply with requirements of the LA Retention and Transfer of Safeguarding Records Guidance.
- Adhered to the procedures set out in the Welsh Assembly Government guidance circular 45/2004 Staff Disciplinary Procedures in Schools;
- Ensured that recruitment and selection procedures are made in accordance with Welsh Assembly Government guidance circular 34/2002 "Child Protection: Preventing Unsuitable People from working with Children in the Education Sector".
- Identified a specific governor who is a designated Child Protection link and who will oversee the school's Safeguarding policy and practice.
- Provided all daily staff with information regarding the school Child Protection procedures including: -
 - i. The name and location of the Designated Senior Person Child Protection
 - ii. The name and location of the Deputy Child Protection Designate
 - iii. The expectations of the school in regard to the reporting of pupil disclosures of Child

Protection concerns

4: SUPPORTING VULNERABLE PUPILS AND THOSE WHO ARE AT RISK

St Richard Gwyn Catholic High School recognises that children who are at risk, suffer abuse or witness violence may be deeply affected by this.

This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.

The school will endeavour to support the pupil through: -

a) The content of the curriculum to encourage self-esteem and self-motivation (see section 3 on Prevention);

b) The school ethos which:

- i. Promotes a positive, supportive and secure environment; and
- ii. Gives pupils a sense of being valued (ref. Section 3 on Prevention)

c) The school's behaviour policy is aimed at supporting vulnerable pupils in the school. All staff agree on a consistent approach which focuses on the behaviour of the offence committed by the child but does not damage the pupil's sense of self-worth. The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred;

d) Liaison with other agencies who support the student such as Social Services, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Services and the Education Welfare Service;

e) Keeping records and notifying Social Services as soon as there is a recurrence of a concern.

When a pupil on the child protection register leaves, we will transfer information to the new school immediately and inform Social Services.

5: BULLYING

St Richard Gwyn Catholic High School's policy on bullying is set out in a separate behaviour policy and is reviewed annually by the governing body.

6: PHYSICAL RESTRAINT

The Local Authority Policy on The Use of Physical Intervention and is adopted and reviewed annually by the governing body.

Any allegation of inappropriate physical intervention with a child must be reported in line with the guidance in this policy (Allegations Against Staff Section 11).

The school will ensure that every physical restraint is appropriately recorded and reported to the Local Authority following their guidance. Records of physical interventions are kept on pupil files and can be made available to parents on request.

7: CHILDREN WITH STATEMENT OF SPECIAL EDUCATIONAL NEEDS

St Richard Gwyn Catholic High School recognises that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems need to be particularly sensitive to signs of abuse.

8: SAFE USE OF THE INTERNET AND DIGITAL TECHNOLOGY

St Richard Gwyn Catholic High School recognise that in a modern learning environment, use of the Internet, multimedia devices and digital imaging facilities are part of everyday requirements. However, pupil safety will remain the priority of the school.

All staff are aware that any items that have capability for use of the Internet or the creation of digital images (including mobile phones) must be used by pupils under appropriate supervision. If any such item that belongs to a member of staff is brought onto school site, it is the responsibility of the staff member to ensure that these items contain nothing of an inappropriate nature.

If there is any suspicion that any multimedia device or computer contains any images or content of an inappropriate nature, the Head or DSP Safeguarding should be informed immediately.

Social Networking Sites

Social Networking sites are part of everyday culture within the cyber environment and all staff will promote safe use of the internet to all pupils. The school curriculum will include the input of appropriately trained personnel around Internet Safety and safe use of media items. Staff will ensure that any personal use of Social Networking sites does not in any way impinge upon the school or their professional standards. Any concerns regarding a staff member's conduct should be brought to the immediate attention of the Head teacher or the CP Designate.

Any inappropriate attempt by a pupil to contact staff via such internet sites will immediately be reported to the Head teacher or DSP Safeguarding in order that appropriate advice can be given to pupils and parents regarding professional boundaries and pupil safety.

Permission for the creation of digital or media images

- Every parent must be requested to give specific consent for any image of their child to be recorded in school on an annual basis. Permission slips will clearly identify the range of images i.e. Photographs or digital filming/video images. In addition, the permission will also be specific in listing the use of any digital or multimedia images i.e. Photographs in a local newspaper, school leaflets or posters or DVD's for sale to parents and others.
- School will issue a further request for permission if there is an opportunity for images to be produced of children that was NOT specifically listed in the initial permission request.
- The school will inform parents that photographic or digital images of children taken during school-based activities i.e. school concerts are forbidden and any such images are in any case for their own personal and domestic use. They should never be posted on the internet or social networking sites. The school cannot control the use of such images taken by parents after school events, and therefore could not assure other parents of the appropriateness of that use.

Online Abuse

Online abuse is any type of abuse that happens on the internet, facilitated through technology like computers, tablets, mobile phones and other internet-enabled devices (Department for Education, 2018; Department of Health, 2017; Scottish Government, 2014; Welsh Assembly Government, 2018).

It can happen anywhere online that allows digital communication, such as:

- social networks
- text messages and messaging apps
- email and private messaging
- online chats
- comments on live streaming sites
- voice chat in games.

Children and young people can be revictimised (experience further abuse) when abusive content is recorded, uploaded or shared by others online. This can happen if the original abuse happened online or offline.

Children and young people may experience several types of abuse online:

- bullying/cyberbullying
- emotional abuse (this includes emotional blackmail, for example pressuring children and young people to comply with sexual requests via technology)
- sexting (pressure or coercion to create sexual images)

- sexual abuse
- sexual exploitation.

Children and young people can also be groomed online: perpetrators may use online platforms to build a trusting relationship with the child in order to abuse them. This abuse may happen online or the perpetrator may arrange to meet the child in person with the intention of abusing them.

School Staff

General Guidelines

- If in doubt, don't put it up!
- Do not post anything that could be construed as defamatory or discriminatory against others.
- Employers increasingly use social media to look at candidates before or after a job interview. If you would not want your employer to see something, take it down!
- Any post can be potentially quoted by the media
- Do not get involved in online arguments - they can escalate quickly!

Facebook

- Do not make or accept friend requests by pupils or parents.
- Ensure your privacy settings are adequate. You can determine who sees your posts and most importantly, ensure that you get to approve any pictures in which you may be tagged before the picture is published. You can also disable your profile from certain search engines.

9: CONTACT WITH PUPILS

- All staff, volunteers and Governors will maintain an awareness of the position they hold with the School and the perceived power of their position. All contact with pupils outside the school environment must be managed appropriately and be clearly communicated within school and to the parents/carers of the pupil. If there is a requirement to contact a pupil via telephone, parents will be informed prior to contact being made with the pupil.

- All school staff will ensure that their personal telephone numbers and contact details are not known to or used by pupils inappropriately. Should a pupil gain access to any such details the member of staff will inform the DSP Safeguarding or the Head teacher as a matter of urgency. Should any staff member, volunteer or governor become aware that outside of school time there is direct contact between adults within school and pupils that is not for school purposes, the DSP Safeguarding or Head teacher is to be informed immediately, this may result in the instigation of procedures in relation to Allegations against a Professional.

10: SAFER RECRUITMENT

All personnel working within a school will require the appropriate safeguarding checks as outlined in the school's recruitment and selection policy and the safer recruitment policy. Staff involved in the recruitment process **must** ensure they read and fully comply with both documents.

For new employees, this will include an enhanced CRB check (with the appropriate barring list check) and two satisfactory references one of which must be from the current or most recent employer/college. Additional safeguarding checks will also be required which are outlined in the safer recruitment policy. All checks must be in place before a start date can be arranged. Separate arrangements may apply for existing employees where appropriate checks are recorded on file. Further guidance is outlined in the safer recruitment policy.

In exceptional circumstances, the applicant may start employment without the necessary safeguarding checks in place but only in cases where any delay in starting the applicant will cause risk of harm to a pupil or adversely affect the delivery of education of pupils of the school. In such circumstances, the risk assessment process, as outlined in the safer recruitment policy must be followed and suitable safeguarding measures put in place. This arrangement will only be valid for 12 weeks from the start date.

11: ALLEGATIONS AGAINST STAFF

The Teacher Unions, the Association of Directors of Social Services and the Association of Chief Police Officers, have agreed to join NEOST Guidance on practice and procedure in cases where there has been an allegation against a member of staff of abuse of trust. Guidance can also be found in chapter 4.3.6 All Wales Child Protection Procedures.

When a member of staff witnesses or receives an allegation of professional abuse against another adult who is working with children, this could include staff, volunteers, governors, occasional workers or contractors, and those staff that are not on school site but come into contact with children i.e. those who transport children to and from school, school crossing patrol etc., s/he should:

Report the matter immediately to the Head Teacher, who should:

- Obtain details of the allegation in writing, signed and dated
- Keep a record of dates, times, location and names of potential witnesses.
- Not investigate the allegation, or interview pupils, or discuss the allegation with the member of staff, but should consider, in consultation with the Senior Officer and the Child Protection Unit, whether the allegation requires further investigation and if so by whom.

- Inform the Chair of Governors

- Contact the Designated Lead Officer David Davies (01446 709180) who, together with the Principal Officer for Child Protection, will give urgent consideration as to whether or not there is sufficient substance to the allegation to warrant an investigation: The outcome will either be:
 - i. without foundation
 - ii. internal disciplinary procedures
 - iii. a referral under the Child Protection procedures

N.B. if the latter is the case the Principal Officer will discuss the allegation with the Police Child Protection Unit. This discussion may lead to a decision to hold a strategy meeting.

Should the case be referred under the Child Protection Procedures the investigation will be informed by the guidance in “Working Together” and the All-Wales Child Protection Procedures, which recommend that there should be a strategy discussion to plan the investigation and any subsequent action.

If the Head Teacher is unsure about whether a case should be formally referred s/he may seek advice and support from the Designated Lead Officer.

If Head Teacher is the person against whom the allegation is made, the member of staff must consult with the Designated Lead Officer David Davies, (01446 709180) who will discuss the allegation with the Child Protection Unit.

Governing bodies are responsible for dealing with staff disciplinary matters in all maintained schools. A governing body is required to adopt rules and regulations to regulate the conduct and discipline of all staff it employs or has day-to-day responsibility for (except certain ancillary staff). Welsh Assembly Government guidance circular 45/2004 “*Staff Disciplinary Procedures in Schools*” sets out specific advice to be followed where a child protection allegation is made against a member of staff.

Local guidance issued in October 2011 reiterated that any queries or concerns for the conduct of a professional must be referred to Children’s Services.

12: SCHOOL SITE SECURITY

St Richard Gwyn Catholic High School is a safe and secure place for pupils to learn and develop learning and social skills. The physical safety of pupils when on school site is of paramount importance. Access to the school site is strictly monitored and reviewed in line with the Local Authority guidance on the Health and safety of school premises. The School’s Health and Safety Policy is available to review on request from the Head teacher.

All daily contractors to our site are requested to sign in and out of school premises.

They will clearly list the company for whom they work and the reason for their visit. As a daily contractor is unlikely to have a CRB disclosure available to be viewed by the school, an alternative method of risk assessment will be employed. A risk assessment is formulated by the School, using the Daily Contractors Log sheets, which clearly list the control measures employed by the school to safeguard pupils (Appendix G).

13: CONFIDENTIALITY

St Richard Gwyn Catholic High School regards all information relating to individual child protection issues as confidential, and we treat it accordingly. We pass information on to appropriate persons only.

We comply with the government requirements set out in DHS Circular LA 83/14, and by the Vale of Glamorgan, with regard to confidentiality. The Child Protection information is held in a secure, locked location. This contains information about confirmed and suspected cases of child abuse.

Information from third parties will not be disclosed without their prior knowledge and consent. Access to these files may be withheld in certain prescribed cases where there are instances of actual or alleged abuse (see DfES Circular 16/19). Working notes are not subject to disclosure but will be summarised and then kept on file. These guidelines of ours are in line with the safeguards on disclosure of information set out in the Education (School Records) Regulations 1989.

14: RADICALISATION

Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall school arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out at s175 of the Education Act 2002 (s157 of the Education Act 2002.)

Our school's Preventing Extremism and Radicalisation Safeguarding Policy also draws on:

- Guidance in the "London Child Protection Procedures"
- DfE Guidance "Keeping Children Safe in Education, 2014"
- DCSF Resources "Learning Together to be Safe", "Prevent: Resources Guide", "Tackling Extremism in the UK"
- DfE's "Teaching Approaches that help Build Resilience to Extremism among Young People"
- Peter Clarke's Report of July 2014.

School Ethos and Practice

When operating this policy, we use the following accepted Governmental definition of extremism which is:

'Vocal or active opposition to fundamental British values, including democracy, the

rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas’.

The full Government Prevent Strategy can be viewed at:

[Prevent review \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

There is no place for extremist views of any kind in our school, whether from internal sources –pupils, staff or governors, or external sources - school community, external agencies or individuals. Our pupils see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views, we are failing to protect our pupils.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

We therefore will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

We are also aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour and Discipline Policy for pupils and the Code of Conduct for staff.

Where misconduct by a teacher is proven the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether to a Prohibition Order is warranted.

As part of wider safeguarding responsibilities school staff will be alert to:

Disclosures by pupils of their exposure to the extremist actions, views or materials

of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out.

Graffiti symbols, writing or art work promoting extremist messages or images
Pupils accessing extremist material online, including through social networking sites.

Parental reports of changes in behaviour, friendship or actions and requests for assistance.

Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings.

Pupils voicing opinions drawn from extremist ideologies and narratives Use of extremist or 'hate' terms to exclude others or incite violence.

Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture.

Attempts to impose extremist views or practices on others Anti-Western or Anti-British views.

Our school will closely follow any locally agreed procedure as set out by the Local Authority and/or our Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation. In the event of concerns about a person becoming radicalised consideration will be given to using the LA Channel process. Channel is a bespoke panel which meets to address issues of individuals who have been identified as being at risk of radicalisation but have not committed any terrorism offence. The Channel Panel meets when a referral has been made and referrals can be made by anyone.

Teaching Approaches

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our school this will be achieved by good teaching, primarily via PSHE but also by adopting the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011.

We will ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skill. We will ensure that all of our staff are equipped to recognize extremism and are skilled and confident enough to challenge it.

We will be flexible enough to adapt our teaching approaches, as appropriate, so as to

address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. In doing so we will apply the 'key ingredients' for success as set out in the Table at Page 15 of that document, see Appendix A, and we will apply the methodologies set out in that document following the three broad categories of:

- Making a connection with young people through good [teaching] design and a pupil centred approach.
- Facilitating a 'safe space' for dialogue
- Equipping our pupils with the appropriate skills, knowledge, understanding and awareness for resilience.

Therefore, this approach will be embedded within the ethos of our school so that pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our schools' approach to the spiritual, moral, social and cultural development of pupils as defined in Ofsted's School Inspection Handbook and will include the sound use of assemblies to help further promote this rounded development of our pupils. Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We will achieve this by using a curriculum that includes:

- Citizenship programmes
- Open discussion and debate
- Work on anti-violence and a restorative approach addressed throughout curriculum focussed educational programmes

We will also work with local partners, families and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupil's experiences and horizons. We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials or influences, we will ensure that that pupil is offered mentoring. Additionally, in such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

At our school we will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally.

Use of External Agencies and Speakers

We encourage the use of external agencies or speakers to enrich the experiences of our pupils, however we will positively vet those external agencies, individuals or

speakers who we engage to provide such learning opportunities or experiences for our pupils. To do this we will use Vale of Glamorgan guidance for Managing the Work of External Agencies.

Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to the school's values and ethos. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the school curriculum so we need to ensure that this work is of benefit to all pupils.

Our school will therefore assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals.

Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies.

Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.

Activities are matched to the needs of pupils.

Activities are carefully evaluated by schools to ensure that they are effective.

We recognise, however, that the ethos of our school is to encourage pupils to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

By delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our pupils recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help pupils develop the critical thinking skills needed to engage in informed debate.

15: MONITORING AND REVIEWING

The Governing Body of St Richard Gwyn Catholic High School has a senior member of staff designated to take lead responsibility for dealing with child protection issues. The Governing Body also recognise their responsibility with regard to Safeguarding and Child Protection and will ensure that it is always an annual agenda item for their meetings and is part of the Governors Annual Report.

Schools will use the Estyn “Self-Evaluation Form for Safeguarding and Child Protection” to monitor and review their policies and procedures on an annual basis.

16: APPENDANCIES

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REVIEWED September 2020

SIGNED:

Appendix A: Key Definitions and Concepts

Extract from All Wales Child Protection Procedures.

Child in need A child is a child in need if:

- He/she is unlikely to achieve or maintain, or have the
- Opportunity of achieving or maintaining, a reasonable
- Standard of health or development without the provision for him/her of services by a local authority;
- His/her health or development is likely to be significantly impaired, or further impaired, without the provision for him/her of such services
- He/she is disabled.

Child Protection

Child protection is a part of safeguarding and promoting welfare. This refers to the activity which is undertaken to protect specific children who are suffering or are at risk of suffering significant harm as a result of abuse or neglect.

A **child** is anyone who has not yet reached their 18th birthday. 'Children' therefore means 'children and young people' throughout. The fact that a child has become sixteen years of age is living independently or is in Further Education, or is a member of the armed forces, or is in hospital, or in prison or a young offender's institution does not change their status or their entitlement to services or protection under the Children Act 1989.

Development Physical, intellectual, emotional, social or behavioural development.

Harm Ill-treatment or the impairment of health or development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another.

Health Physical or mental health.

Safeguarding and promoting the welfare of children

Significant harm

- Protecting children from abuse and neglect;
- Preventing impairment of their health or development; and - Ensuring that they receive safe and effective care; so as to enable them to have optimum life chances.

Section 31(10) of the Children Act 1989 states that "where the question of whether

harm suffered by a child is significant turns on the child's health or development, his health or development shall be compared with that which could reasonably be expected of a similar child".

Welfare and Well-being

There is no statutory definition. The Children Act 1989 introduced the welfare checklist that a court shall have regard to in certain circumstances. The 1989 Act states that a "court shall have regard in particular to:

- The ascertainable wishes and feelings of the child concerned (considered in the light of his age and understanding)
- His/her physical, emotional and educational needs;
- The likely effect on him/her of any change in his circumstances; - his/her age, sex, background and any characteristics of his/her which the court considers relevant;
- Any harm which he/she has suffered or is at risk of suffering; - how capable each of his/her parents, and any other person in relation to whom the court considers the question to be relevant, is of meeting his/her needs;
- The range of powers available to the court under this Act in the proceedings in question."

Appendix B: Roles and Responsibilities of the School's Safeguarding Personnel

The Designated Senior Person Safeguarding (DSP) will co-ordinate child protection arrangements within the school.

All schools must nominate a senior member of staff to coordinate child protection arrangements. The local authority maintains a list of all designated senior persons (DSPs) for child protection.

The DSP:

- Is appropriately trained;
- Acts as a source of support and expertise to the school community;
- Has an understanding of LSCB procedures;
- Keeps written records of all concerns, ensuring that such records are stored; securely and flagged on, but kept separate from, the pupil's general file; • refers cases of suspected abuse to children's social care or police as appropriate; • notifies children's social care if a child with a child protection plan is absent for more than two days without explanation;
- Ensures that when a pupil with a child protection plan leaves the school, their information is passed to their new school and the pupil's social worker is informed;
- Attends and/or contributes to child protection conferences;
- Coordinates the school's contribution to child protection plans;
- Develops effective links with relevant statutory and voluntary agencies;
- Ensures that all staff sign to indicate that they have read and understood the child protection policy;
- Ensures that the child protection policy is updated annually;
- Liaises with the nominated governor and Head teacher (where the role is not carried out by the Head teacher) as appropriate;
- Keeps a record of staff attendance at child protection training;
- Makes the child protection policy available to parents.

The deputy designated person(s) is appropriately trained and, in the absence of the designated person, carried out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the designated person, the deputy will assume all of the functions above.

The governing body ensures that the school has:

- A DSP safeguarding who works closely with the senior leadership team and who has undertaken training in inter-agency working, in addition to basic child protection training;
- A child protection policy and procedures that are consistent with LSCB requirements, reviewed annually and made available to parents on request;
- Procedures for dealing with allegations of abuse made against members of staff including allegations made against the Head teacher;
- Safer recruitment procedures that include the requirement for appropriate checks;

- A training strategy that ensures all staff, including the Head teacher, receive child protection training, with refresher training at three-yearly intervals. The DSP should receive refresher training at two-yearly intervals;
- Arrangements to ensure that all temporary staff and volunteers are made aware of the school's arrangements for child protection.
- The governing body nominates a member (normally the chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the Head teacher.
- An annual report will be submitted to the local authority about how the governing body's duties have been carried out. Any weaknesses will be rectified without delay.

The head teacher:

- Ensures that the child protection policy and procedures are implemented and followed by all staff.
- Allocates sufficient time and resources to enable the DSP and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings.
- Ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistleblowing procedures.
- Ensures that pupils' safety and welfare is addressed through the curriculum.

Appendix C: Definitions of Abuse and Neglect

Extract from the All-Wales Child Protection Procedures

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

'A child is abused or neglected when somebody inflicts harm, or fails to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. A child or young person up to the age of 18 years can suffer abuse or neglect and require protection via an inter-agency child protection plan (taken from All Wales Child Protection Procedures 2008).

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or caregiver fabricates or induces illness in a child whom they are looking after. (For further details related to Fabricated Illness, please see the All-Wales Child Protection Procedures 2008)

Emotional abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate or valued only in so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, for example by witnessing domestic abuse within the home or being bullied, or, the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or caregiver failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. In addition, neglect may occur during pregnancy as a result of maternal substance misuse.'

Indicators of Abuse

Signs and Symptoms

This is intended as a guide. Please remember that presence of one or more factors does not necessarily give proof that child abuse has occurred.

It may, however, indicate that investigation should take place.

- Unexplained delay in seeking treatment which is needed
- Incompatible explanations
- Unexplained bruising:
 - Bite Marks
 - Burns and scalds
 - Cigarette burns
 - General physical disability
- Unresponsiveness in the child
- Soiling and wetting
- Change in behavioural patterns
- 'Frozen look'
- Attention seeking
- Apprehension
- Anti-social behaviour
- Unkempt appearance
- Sexually precocious behaviour
- Sexualised drawings and play
- Sudden poor performance in school
- Poor self-esteem
- Self-mutilation
- Withdrawal
- Running away
- Reluctance to return home after school
- Resistance to school medicals
- Difficulty in forming relationships
- Confusing affectionate displays
- Poor attendance - repeated infections etc.

Appendix D: Procedures for Staff who have Concerns about a Child

Procedures to be followed if an adult has concerns about a child

Any action taken by any member of Staff and the named Child Protection Coordinator when dealing with an issue of Child Protection must be in accordance with the procedures outlined in the Vale of Glamorgan Safeguarding / Child Protection Policy – see Appendix A.

St Richard Gwyn Catholic High School has a policy of partnership between home and school, but with child abuse or suspicion of child abuse, our first responsibility is to the child. This may mean that parents are not informed or consulted in some instances. We may not be able to prevent child abuse, but by following Child Protection Procedures, we are trying our best to protect all our children and this is our first and only responsibility.

All staff, through their duty of care, should ensure that children are kept safe and remain healthy. Suspected cases are reported, procedures adhered to and subsequent actions are left to the appropriate agencies. We also care for children who have been abused and will endeavour to support them sensitively.

Reasons for following Procedures

- It protects the child
- It avoids delay.
- It provides consistency
- It protects all staff.
- It ensures that, if further action is taken by another agency, then the school has followed the correct procedures.
- It is a statutory duty

Staff are in contact with children all day and are in a position to detect possible abuse. They must not think that by voicing concern they are necessarily starting procedures, in fact, by not voicing concerns may result in criticism.

The criteria should be that they have **‘reasonable suspicion’** and under the Children’s Act 1989 this definition has been extended to include **‘or may suffer in the future’**.

It is very important in all cases that prompt and correct procedures are followed under the Vale of Glamorgan LEA Child Protection Procedures in compliance with All Wales Child Protection procedures.

Staff should keep in mind at all times that **the role of all school staff is to ‘assist’ the Police and Children’s Services and NOT to undertake their own investigations.**

The reporting teacher will be told of any further action taken i.e. Children Services referred, monitor etc. If the reported case is taken up and investigated by an external

agency, then any meetings, case conferences or action taken will be followed through and the teacher concerned informed.

Staff have an important role in hearing what children have to say. The school can provide a neutral place where each child feels it is safe to talk. Sensitivity to the disclosure is vital. Staff must listen carefully to what the child is saying, treat it seriously and value what is said.

The following advice for all staff is taken from the All-Wales Child Protection Procedures 2008:

What to do if a child tells you that they or another young person is being abused:

- Show the child that you have heard what they are saying, and that you take their allegations seriously;
- Encourage the child to talk, but do not prompt or ask leading questions;
- Don't interrupt when the child is recalling significant events. Don't make the child repeat their account;
- Explain what actions you must take, in a way that is appropriate to the age and understanding of the child;
- Do not promise to keep what you have been told secret or confidential, as you have a responsibility to disclose information to those who need to know. Reporting concerns is not a betrayal of trust;
- Write down as soon as you can and no later than 24 hours what you have been told, using the exact words if possible;
- Report your concerns to your line manager or (if appropriate) the member of staff in your organisation with designated responsibility for child protection;
- Ensure that your concerns are immediately reported to the duty social worker at the local office. Do not delay;
- Do not confront the alleged abuser;
- Do not worry that you may be mistaken. You will always be taken seriously by social services. It is better to have discussed it with somebody with the experience and responsibility to make an assessment;
- Make a note of the date, time, place and people who were present at the discussion.'

Staff are kept fully informed of any child in their class who is on this register. Teachers must inform the Designated Teacher of any child who is causing concern. **Particularly when a child presents a marked change in behaviour.**

In the event of the Designated Teacher not being available to deal with an emergency involving Child Protection issues, the member of staff will follow procedures laid out in this policy.

This procedure applies to all adults working at the school, including cleaning and catering staff.

Procedures for school-based staff

All staff and volunteers working with children and young people are well placed to observe outwards signs of abuse, changes in behaviour or failure to develop. They therefore have a duty to safeguard and promote the wellbeing of pupils and comply with the All-Wales Child Protection Procedures and the National Assessment Framework.

These procedures are consistent with the All-Wales Child Protection Procedures and the National Assessment Framework which should be referred to for greater detail according to specific circumstances.

When a member of staff, teaching or non – teaching, is alerted to signs of abuse or neglect s/he should:

- Keep written records of concerns about children noting the date, event and action taken, even where there is no need to refer the matter to social services immediately.
- Inform the school's Designated Senior Person for Child Protection or in his/her absence the Deputy Designated Senior Person Safeguarding, Head Teacher or Deputy Head Teacher. If the decision is taken that the incident needs to be referred, the Designated Senior Person for Child Protection should make a telephone referral to Social Services by telephoning the Duty Officer on 01446 725202, or out of hours, 02920 788570. This must be followed up in writing within two working days by completing the Multi Agency Referral Form (MARF) and send to:

*The Duty Officer
Vale of Glamorgan Council, Community Services
1 Haydock House
Holton Road
Barry
CF63 4HA*

- The DSP should ensure that parental consent is gained other than in circumstances when doing so would put the child at further risk of harm.

(Advice may be sought prior to referral from the above asking for the duty desk, or the LEA Designated Lead Officer for Child Protection, David Davies, 01446 709180 / 07813 840286, or, in his absence, Jane Werrett, 01446 709147).

Following the referral, the school must;

- Be kept informed of the strategy discussions and attend strategy meetings / case conferences / core group meetings as required
- Record the date, event, action taken and result of suspected child abuse and keep records confidential and secure;

- Contribute to the coordinated approach to Child Protection by developing effective liaison with other agencies and support.

Procedures for Staff who visit schools

Staff who visit schools (both centrally based staff such as the Pupil Support Service, Advisors and those providing commissioned services) may also receive pupil disclosures or gain evidence of possible abuse including neglect.

They should immediately inform their line manager, or in her/his absence the Designated Officer for Child Protection, David Davies on 01446 709180 / 07813 840286, or in his absence, Jane Werrett, 01446 709147.

This should be done without delay (same day) and a full written record made of the evidence and circumstances. (Appendix F).

They should also inform the school's DSP Safeguarding and the Head Teacher.

As the direct witness, the visiting member will be expected to make the referral to Children's Services immediately by telephone to Social Services by telephoning the Duty Officer on 01446 725202, or out of hours, 02920 788570. This should be followed up by completing a multi-agency referral form (MARF) within two working days. (This can be e mailed by Children's Services 01446 725202).

Similarly, adults employed by the Council to work with children or young people outside the school setting e.g. members of the Youth Service, should contact their line manager, or in her/his absence the Designated Officer for Child Protection, David Davies on 01446 709144 / 07813 840 286, or in his absence, Jane Werrett, 01446 709147. A full written record should be made of the evidence and circumstance.

As the adult who first raised the concern, it is the visiting member's responsibility to ensure that the school has acted upon the concerns raised. The responsibility for taking procedures further lies with the visiting member if they are not satisfied with the school's response.

It is not the responsibility of staff in school, visiting schools or working with children and young people, or in Youth settings, to investigate suspected child abuse, only to report any disclosure or apparent evidence.



Appendix E

Safeguarding Pupil Information record

Address:

Primary PR Holder:

(Parent or Social Services)

Parents Name:

Parents Address:

Parents contact number:

Carers name (if not residing with Parents):

Carers Address:

Carers contact number:

Child Protection (CP)

Date of CP Registration:

Child Protection Register Category:

Date ceased CP Registration:

Looked After Children (LAC)

Legal Status (if LAC):

Date became LAC:

Date ceased to be LAC:

Social Worker Contact Number:

Social Services Team

Manager:

Additional Notes / Emergency Information:

(e.g. early alert files, files for children causing concern, restrictions on contact,

hazards, allergies, medical information or special family arrangements.)

Appendix F Suggested Safeguarding File Composition

The following guidance from Education Safeguarding is regarding the storage of information in School on vulnerable children and those involved with Social Services. Each child should have an individual file and all information should be in date order **with the most recent first**, in the following sections:

Safeguarding School File

1. Safeguarding Pupil Information record
2. Chronology of school concerns
3. Correspondence
4. Social Services Minutes – Conference/Core Group Minutes, LAC Review Meetings, Child in Need Planning Meetings
5. School reports for Social Services Meetings – i.e. Case Conference Meetings, LAC Reviews, Core Groups
6. Attendance Data – Registration sheets, EWO involvement
7. Academic Assessment Information – Key Stage Assessments, end of year testing
8. School based additional information e.g. Involvement with Educational Psychology Service, Behaviour Support Service, Additional Learning Needs Service. Copies of Statement of Special Educational Needs, IEP, IBP, PEP, HEART/Restraint
9. School Report
10. Any other information – copies of referrals to other agencies

When a child leaves your school, this confidential information must be securely transferred to the new school and signed for by the new Head Teacher or Designate Teacher. The receiving school/setting must be made aware of the existence of a Safeguarding file prior to the child transferring. If the destination of the child/young person is unknown, the Head teacher or DSP must inform the LA Designated Officer for Child Protection, David Davies, immediately.